

Correlations between Corridors of Exploration and the National Curriculum Standards for Social Studies: Middle Grades

Indexed by Social Studies Curriculum Standard (theme and performance expectation)

Curriculum Standards For Social Studies	Corridors of Exploration: Iowa's Rivers Activities
I. CULTURE	Title
a. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.	
b. Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.	
c. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.	
d. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.	
e. Articulate the implications of cultural diversity, as well as cohesion, within and across groups.	
II. TIME, CONTINUITY, AND CHANGE	Title
a. Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.	Destination Hydracon, Introductory Lesson What Would You Have Done? The Course of a River
b. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.	Destination Hydracon, Introductory Lesson What Would You Have Done? Who Polluted the Missouri? The Course of a River
c. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.	Destination Hydracon, Introductory Lesson
d. Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.	Destination Hydracon, Introductory Lesson Messin' in the Mud
e. Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.	Destination Hydracon, Introductory Lesson What Would You Have Done? The Course of a River

II. TIME, CONTINUITY, AND CHANGE	Title
f. Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.	Destination Hydracon, Introductory Lesson What Would You Have Done? Fish in the Seine Messin' in the Mud Who Polluted the Missouri? The Course of a River Planning a Plenty Putting Water in the Shed Do You Have a Reservoir? Water Neighborhood What's in Your Floodplain?
III. PEOPLE, PLACES, & ENVIRONMENTS	Title
a. Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.	Planning a Plenty Putting Water in the Shed Do You Have a Reservoir?
b. Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.	The Course of a River Putting Water in the Shed Do You Have a Reservoir?
c. Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.	Fish in the Seine Messin' in the Mud The Course of a River Planning a Plenty Putting Water in the Shed Do You Have a Reservoir? Water Neighborhood
d. Estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns.	Fish in the Seine Planning a Plenty Putting Water in the Shed Water Neighborhood
e. Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationships within the ecosystem.	What Would You Have Done? The Course of a River Planning a Plenty Putting Water in the Shed Do You Have a Reservoir?
f. Describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them.	The Course of a River Putting Water in the Shed Do You Have a Reservoir?
g. Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.	What Would You Have Done? Planning A Plenty Putting Water in the Shed
h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.	Destination Hydracon, Introductory Lesson What Would You Have Done? Fish in the Seine Messin' in the Mud Who Polluted the Missouri? The Course of a River Planning a Plenty Putting Water in the Shed Do You Have a Reservoir? Water Neighborhood What's in Your Floodplain?

III. PEOPLE, PLACES, & ENVIRONMENTS	Title
i. Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national and global settings.	Destination Hydracon, Introductory Lesson What Would You Have Done? The Course of a River Planning a Plenty Putting Water in the Shed
j. Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.	What Would You Have Done? Fish in the Seine Who Polluted the Missouri? The Course of a River Planning a Plenty Do You Have a Reservoir?
k. Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.	Destination Hydracon, Introductory Lesson What Would You Have Done? Messin' in the Mud Who Polluted the Missouri? The Course of a River Planning a Plenty Putting Water in the Shed Do You Have a Reservoir? What's in Your Floodplain?
IV. INDIVIDUAL DEVELOPMENT & IDENTITY	Title
a. Relate personal changes to social, cultural, and historical contexts.	
b. Describe personal connections to place—as associated with community, nation, and world.	Who Polluted the Missouri?
c. Describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.	
d. Relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development.	
e. Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.	
f. Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.	
g. Identify and interpret examples of stereotyping, conformity, and altruism.	
h. Work independently and cooperatively to accomplish goals.	Destination Hydracon, Introductory Lesson What Would You Have Done? Fish in the Seine Messin' in the Mud Who Polluted the Missouri? The Course of a River Planning a Plenty Putting Water in the Shed Do You Have a Reservoir? Water Neighborhood What's in Your Floodplain?

V. INDIVIDUALS, GROUPS, & INSTITUTIONS	Title
a. Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.	
b. Analyze group and institutional influences on people, events, and elements of culture.	What Would You Have Done? Planning a Plenty
c. Describe the various forms institutions take and the interactions of people with institutions.	What Would You Have Done? Planning a Plenty
d. Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity.	What Would You Have Done? Planning a Plenty
e. Identify and describe examples of tension between belief systems and government policies and laws.	What Would You Have Done? Planning a Plenty
f. Describe the role of institutions in furthering both continuity and change.	Planning a Plenty
g. Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.	What Would You Have Done? Planning a Plenty
VI. POWER, AUTHORITY, & GOVERNANCE	Title
a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.	What Would You Have Done? Planning a Plenty
b. Describe the purpose of government and how its powers are acquired, used, and justified.	
c. Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.	What Would You Have Done? Planning a Plenty Putting Water in the Shed
d. Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.	
e. Identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government.	
f. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.	What Would You Have Done? Planning a Plenty Putting Water in the Shed
g. Describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.	
h. Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.	
i. Give examples and explain how governments attempt to achieve their stated ideals at home and abroad.	

VII. PRODUCTION DISTRIBUTION & CONSUMPTION	Title
a. Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.	What Would You Have Done? Planning a Plenty
b. Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.	Planning a Plenty
c. Explain the difference between private and public goods and services.	
d. Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.	
e. Describe the role of specialization and exchange in the economic process.	
f. Explain and illustrate how values and beliefs influence different economic decisions.	Destination Hydracon, Introductory Lesson What Would You Have Done? Planning a Plenty Water Neighborhood
g. Differentiate among various forms of exchange and money.	
h. Compare basic economic systems according to who determines what is produced, distributed, and consumed.	
i. Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.	Destination Hydracon, Introductory Lesson What Would You Have Done? Planning a Plenty Water Neighborhood
j. Use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education.	Destination Hydracon, Introductory Lesson What Would You Have Done? Planning a Plenty Water Neighborhood
VIII. SCIENCE, TECHNOLOGY, & SOCIETY	Title
a. Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare.	Destination Hydracon, Introductory Lesson What Would You Have Done? Fish in the Seine Who Polluted the Missouri? The Course of a River
b. Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.	Destination Hydracon, Introductory Lesson What Would You Have Done? Fish in the Seine Messin' in the Mud Who Polluted the Missouri? The Course of a River Planning a Plenty Putting Water in the Shed Do You Have a Reservoir? Water Neighborhood What's in Your Floodplain?

VIII. SCIENCE, TECHNOLOGY, & SOCIETY	Title
c. Describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries.	Destination Hydracon, Introductory Lesson What Would You Have Done? Fish in the Seine Messin' in the Mud Who Polluted the Missouri? The Course of a River
d. Explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio, and television.	Who Polluted the Missouri? Putting Water in the Shed Do You Have a Reservoir?
e. Seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.	Destination Hydracon, Introductory Lesson What Would You Have Done? Messin' in the Mud Who Polluted the Missouri? The Course of a River Planning a Plenty Putting Water in the Shed Do You Have a Reservoir? Water Neighborhood
IX. GLOBAL CONNECTIONS	Title
a. Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.	Destination Hydracon, Introductory Lesson What Would You Have Done? Who Polluted the Missouri? Planning a Plenty Putting Water in the Shed Water Neighborhood
b. Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.	Destination Hydracon, Introductory Lesson What Would You Have Done? Planning a Plenty
c. Describe and analyze the effects of changing technologies on the global community.	Destination Hydracon, Introductory Lesson
d. Explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.	Destination Hydracon, Introductory Lesson What Would You Have Done? Messin' in the Mud Who Polluted the Missouri? The Course of a River Planning a Plenty Putting Water in the Shed Do You Have a Reservoir? Water Neighborhood What's in Your Floodplain?
e. Describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people.	Destination Hydracon, Introductory Lesson

IX. GLOBAL CONNECTIONS	Title
f. Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights.	
g. Identify and describe the roles of international and multinational organizations.	
X. CIVIC IDEALS & PRACTICES	Title
a. Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of the law.	
b. Identify and interpret sources and examples of the rights and responsibilities of citizens.	What Would You Have Done? Planning a Plenty
c. Locate, access, analyze, organize, and apply information about selected public issues—recognizing and explaining multiple points of view.	What Would You Have Done? Planning a Plenty
d. Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.	What Would You Have Done? Planning a Plenty
e. Explain and analyze various forms of citizen action that influence public policy decisions.	What Would You Have Done? Planning a Plenty
f. Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.	What Would You Have Done? Planning a Plenty
g. Analyze the influence of diverse forms of public opinion on the development of public policy and decision-making.	What Would You Have Done? Planning a Plenty
h. Analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.	
i. Explain the relationship between policy statements and action plans used to address issues of public concern.	
j. Examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action.	What Would You Have Done? Planning a Plenty